

“A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident”

Introduction

“In principle, we can read anything and everything that happens in a critical fashion” (Tripp, 2012, p.8). This thought can summarise how teachers and educators have to continuously evaluate and reflect on actions and observations in school life. Limiting to a specific criterion, or form of observing, can miss vital, informative evidence that could be influential in progressing professionals and children through education. This assignment focuses on a ‘critical incident’, which David Tripp (2012) describes as an interpretation of the significance of an event through the form of evaluation and how we assess what happened. A critical incident provides an opportunity to question the event, as Tripp continues,

“We have to ask both what happened and what allowed or caused it to happen, which means we have to describe some of the deeper structures that produce that kind of incident.” (Tripp, 2012, p.9)

Taking a snapshot view and interpreting an event can limit professionals, which consequently, caps the levels children and young people aspire to reach. We must be open to an array of possibilities, considering different lenses and investigating further avenues that delve further into the theories and ideology available.

By focusing on a particular critical incident, as described in Appendix A, this assignment will provide a critical analysis providing; links to the new curriculum for Wales, relation to different theories. exploring how they can impact our own judgements, and potential next steps that can improve standards in developing the progress of children in education. The incident of Appendix B will also be mentioned to reference some similarities and differences, which strengthens the investigation process and potential conclusions.

Observation

The observation was contrived at a primary school in a large town in South West Wales. The school will not be named and the child involved will be referred to as ‘Child X’ in accordance to the guidelines from BERA,

The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity" (BERA, 2018).

The school achieved Excellent in its last Estyn report in 2017 and is in the Green support category. The number of pupils has grown tremendously over the past decade with newly developed housing estates being built nearby. In the Estyn report of 2010, the school was reported to have 90 pupils on roll (Estyn, 2010). The Welsh government website, 'My local school' (2018), reports there are 179 pupils aged 3 to 11 attending the school. Of these numbers, it is reported that 23.8% are Free School Meals (FSM) and as of 2017, the school identified that 44% of the pupils have Additional Learning Needs (ALN). However, there are very few pupils with a statement of special educational needs (Estyn, 2017). Due to the continuing increase in pupil numbers, the school has a second extension planned to be built in the near future, providing larger classrooms and learning areas.

The observation took place in a shared Year 1/2 classroom, including fifteen year 1 children and twenty-three year 2 children, ranging from 5 to 7 years old. Both year groups had an individual registration teacher with one Learning Support Assistant aiding across the classroom. The classroom routine involved eight challenge groups, where the children would be timetabled to an enhanced provision area, such as; Role play, Construction or Creative. Meanwhile, the teachers would take the lead with a small group to complete a focus task related to the class topic of Space. Despite the classroom being smaller than average for the number of children, the environment was very engaging with a number of different areas being utilised for the benefit of the children's learning.

Methodology

"Promoting student and practicing teachers' lesson analysis and observation skills has always been considered a major element of teacher education" (Krull, Oras, Priksaar, 2010). As a result, different observation methods are utilised, particularly in two different forms; qualitative and quantitative. The qualitative approach gives the observer the opportunity in experiencing analysis first hand, exploring social and cultural behaviours to put their own viewpoint on how and why incidents may happen. Meanwhile, quantitative approaches use more data analysis, giving results that can provide evidence or present a possible conclusion, which can be related to theory.

During this observation, a Critical Incident Case study was utilised in establishing a situation which could be critically analysed and evaluated. There were no fixed guidelines or areas of

research as it seemed preferable to observe the classroom with an open-mind and the potential of anything being worthy of evaluation. In carrying out the case study, notes were taken during the lessons and then reported using the Fletcher Wood field note structure, as seen throughout the Appendices. Following the school day, the ARC model was then used, reflecting on the field notes undertaken during the observation.

Cohen, Manion and Morrison (2007 p.289), specify a benefit of a case study approach is that it gives an example of a child in a real, school situation, aiding to understanding more clearly the abstract theories or principles related to educational research. Furthermore, Adelman et al (1980, quoted in Cohen., Manion., Morrison. 2007, p.292) state “the best case studies are capable of offering some support to alternative interpretations”. Cohen, Manion and Morrison quote Nisbet and Watt (1984) who expand how a case study can be easily carried out with a single researcher, embracing in events that are unanticipated and variables that are uncontrolled. Considering the role undertaken as a single observer in the classroom setting, the opportunity to witness any action or event and accept the possibility of different viewpoints is an aspect of consistency within teaching. Meanwhile, we must consider that there is a “potential for bias in some case studies as the therapist is both the participant and observer and, in that role, may overstate or understate a case” (Cohen, Manion and Morrison, p. 292).

For this observation in a small classroom of foundation phase children, a variety of the participant and non-participant approach was utilised to broaden the accessibility into potential areas of research. DeWalt and DeWalt (2002, quoted in Kawulich, 2005) suggest that “participant observation should be used as a way to increase the validity of the study, as observations may help the researcher have a better understanding of the context and phenomenon under study”. The role of a participating observer can provide valuable information that needs to be considered when observing. Allowing learners to describe their thoughts can imply different avenues of research that may not be accessed by a non-participating observer. In regards to the non-participant approach, recognition of the Hawthorne effect must be taken into consideration. Kumar (2014, p.174) explains how an individual or group could change their behaviour in a positive or negative manner when being observed. In regards to the incident observed, some behaviours did change during the event, and the Hawthorne effect justifies a potential reason for this. As an observer in the class, a range of all these methods must be used to allow a thorough reflection to be provided, resulting in good practice in education.

Four Purposes

When considering the actions or incidents that occur in an educational environment during the day, the outcomes and progress of the learner must be at the centre of consideration. In his Successful futures report of 2015, Professor Graham Donaldson suggests four key purposes, visualised in Appendix E, that can provide the foundation of how the new curriculum can aim to develop the aspirations for children and young people in Wales. To understand the context of each purpose, Donaldson provides some characteristics, listed under each purpose in Appendix E, that underlay how they can underpin all teaching and learning in Wales.

The critical incident being assessed witnesses Child X declaring hunger, at approximately 10am, during the focus task of the day. This incident relates primarily to the 'healthy, confident individuals, who are ready to lead fulfilling lives as valued members of society' purpose (Successful Futures, p.29). Firstly, consideration of 'Building mental health and emotional well-being by developing confidence, resilience and empathy' (Successful futures p.30) has to be contemplated for a number of reasons. Child X is potentially lacking resilience in battling hunger during lesson time in school. This is particularly concerning when Child X repeats "I'm hungry" again later in the day, as witnessed in Appendix B. Howard et al (2017, p.3) determine that resilience needs to be taught with a whole school approach, embedding the importance of emotional health and well-being throughout children and young people's educational lifetime. The lack of resilience that Child X demonstrates on both occasions is a concern, as it is impacting their learning and potentially affecting confidence throughout many aspects of school life. These experiences can hinder any progress being made, with the possibility of changes in behaviour or difficulty later on in their lives.

'Manage everyday life as independently as they can' (Successful futures, p.30) is another characteristic under the healthy, confident individuals' purpose that can relate to Child X in this incident. Despite being of a young age, Child X will need to be developing their skills of independence in a number of areas. Hunger is a feeling that everyone will experience throughout their lives that everyone has a different way of managing. Child X will need to establish a way of dealing with their hunger in future if they are to become a healthy, confident individual.

The incident witness in Appendix A could potentially link to 'ambition, capable learners', in the fact they may not be seeing to enjoy the challenge at hand. Motivation is an additional factor, as Child X may not be setting high standards of themselves to continue progressing through their school work. Child X did show glimpses of being engaged, however may have

become dis-engaged in the task, rather than pushing themselves to a higher standard than was already achieved. To enhance learning by children, such as Child X, we need to consider if the four purposes are at the centre of their learning time, ensuring the best opportunity to achieve above and beyond their potential.

Literature Review

Through creating Health and Well-being as one of the six Areas of learning and experience (AoLEs), Successful futures expresses that 'Children and young people need to experience social, emotional and physical well-being to thrive and engage successfully with their education' (Successful Futures, p. 45). In relation to this proposed AoLE, Ferre Laevers explains that,

When we want to know how each child is doing in a setting, we first have to explore the degree to which children feel at ease, act spontaneously, and show vitality and self-confidence. All this indicates that their emotional well-being is 'OK' and that their physical needs, the need for tenderness and affection, the need for safety and clarity, the need for social recognition, the need to feel competent and the need for meaning and moral value in life, are satisfied.

(Laevers, 2000. P.24)

For this review the critical incident observed in Appendix A will follow the words of Laevers, linking to; our physical needs and how they can be managed, emotional influences on daily life for individuals and society, and finally, how the environment can play a key role in how a child is acting and progressing through their school life. The area of involvement and motivation will also be considered as a potential area of why this critical incident has happened.

In consideration of physical well-being, the requirement of food is one of the basic needs essential to influencing performance. Abraham Maslow in the 'hierarchy of needs', shown in Appendix, considers how every human arranges themselves in hierarchies of pre-potency, where the appearance of one need usually rests on the prior satisfaction of another (Maslow, 1943, p. 3). In this instance, Child X could be lacking food, a basic need at the base of the pyramid. A lack of food provides a barrier in the hierarchy, preventing the next levels of motivation being accessible to achieve. The impact of hunger is echoed by Rose, Gilbert and Richards (2015, p.47) who explain how it is self-evident that children require a healthy diet to satisfy their biological needs and enable them to develop and grow to their full potential. Albon and Mukherji state that poor nutrition affects cognitive functioning and academic potential (2008, cited in Rose, Gilbert, and Richards, 2015, p.52) which suggests that even if

Child X did try engaging in the task, their levels of performance would be hindered, meaning progressive learning time is lost. Appendix B provides a similar action, therefore if a need of food is the issue, Child X is trailing in their full potential learning throughout the day. In addition to these concerns, these circumstances may have been due to uncommon occurrences. Potentialities include, Child X missing breakfast that morning, or their body simply reacting to the daily routine with breaktime imminent where all children have fruit. Despite the numerous possibilities for this action, physiological needs have to be obtained for children, such as Child X, to engage with their learning.

There is a strong inclination to Child X experiencing hunger in this incident, consequently, we must consider how a person lacking in food, safety, love and esteem would most probably hunger for food, more than anything else (Maslow, 1943. P.5). Taking this into account, it extends the possibility that there are additional factors that can be overshadowed by hunger. Child X may have a comfort relationship with food, as Conner and Armitage (2002, quoted in Rose, Gilbert and Richards, 2015, p.52) regard "*Emotional eating* as creating unhealthy eating patterns with individuals confusing the signals and responding to stress in the same way as they would if they were hungry". Comfort eating due to feelings may be greater associated with teenagers, however we cannot discount that Child X may have been experiencing a different feeling to give them the concept of feeling hungry.

Children experience a range of emotions during their school life, the problem is that many do not know how to explain that feeling or why it is happening. Burton et al (2014, cited in Howard et al, 2017, p.4) explain that 'acting out' could be a defensive mechanism, representing an emotional and external visible response to overwhelming and unmanageable feelings. Emotional eating provided the idea of potential comfort factors, Burton et al (2014) provide the idea that the unpremeditated action of Child X could be one to evade stress. Child X may use "I'm hungry" as a distraction or warning gesture to potentially control their own anxieties or seek help from an accompanying adult or peer. This could be a learned from a past experience within the school or potentially used at home with parents or carers.

In result of scenarios where children do 'act out' or seek help, emotional recognition has become a priority to undertake through education in Wales. In April 2019, the welsh government's draft health and well-being statutory guide advises that, "Learners need to be able to recognise and articulate what they are perceiving, thinking and feeling in order to develop their self-awareness and to understand their emotions" (Health and Well-Being statutory guide, 2019, p.34). If we are to understand events or incidents, such as what has been witnessed in Appendix A, we need to ensure that children themselves know that these

feelings are natural and need to be managed in their own way, to ensure they can be mentally prepared for challenges they could face throughout their lives.

The surrounding environment provides a researched area that can be a potential reason for the incident. In his updated bioecological model, Urie Bronfenbrenner (1995, quoted in Ashiabi and O'Neal, 2015, p.2) argues that:

human development takes place through the processes of progressively more complex reciprocal interaction between an active, evolving biopsychological human organism and the persons, objects, and symbols in its immediate external environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of time. Such enduring forms of interaction in the immediate environment are referred to as proximal processes. (Bronfenbrenner, 1995)

Children need to experience a consistency from their surrounding environment to ensure comfortability. This comes particular from the adults closer to the child, hence the need of a strong relationship between home life and school. Notably, this incident was observed early on in the school calendar. Child X may still be in process of adjusting and adapting to a new surrounding environment, which includes a new teacher and potentially different peers. If this were to be the case, perhaps the experience of a group task in an 'unknown' environment is the reason for the sudden outburst.

Laevers interprets that well-being should be associated closely with another element in learning, involvement. He describes how good schools have to succeed in not only paying attention to emotional wellbeing, but also enhancing involvement to aid the children or students in 'feeling at home' and being free from emotional conflicts (Laevers, 1994, p.161). Motivation, openness and satisfaction are just some of the characteristics needed to ensure a high level of involvement with an activity or task. This is where deeper learning can take place and a child can progress. In relation to Child X, the engagement may have been present on the surface, however the motivation and interest within the topic could be misinterpreted to the observer. If this was the case, the level of involvement would be low, meaning Child X could be 'mentally absent', suggesting "I'm hungry" was due to lack of interest or activity within the task. This potential lack of interest could be due to a number of different reasons. As Laevers, Debruyckere, Silkens and Snoeck comment,

They must find well-equipped areas and rich materials and a generous offer of challenging activities. Room for initiatives such as

the freedom to choose, participation in practical matters and in the setting of rules and agreements, etc. should be evident. They must also find an organisation of time and place that offers a clear but flexible plan of the day geared to their needs, fluent transitions in activities, optimal use of the adults present in the room, appropriate grouping, etc... (2005, Laevers et al, quoted in Laevers and Declercq, 2018, p. 331).

All the theories mentioned must be considered as plausible reasons for the action of Child X within this critical incident. Despite there being a potential area that could become the leading reasoning from a snapshot view, openness to a range of possibilities can aid in further observations and undertaking the correct course of action as a benefit to the child.

Reflection/Evaluation and Next Steps

Jan Fook explains that “there is difficulty in pinning down exactly what reflective practice and critical reflection mean, due to the fact that there has been a great deal of development of these concepts in widely varying fields” (2015, p.441). Education is one of the fields that is increasingly utilising reflective models, resulting in professionals expanding their research to influence preparation for lessons. Stephen Brookfield (1998) suggests that looking at our observations through lenses alerts us to assumptions that require further investigation. This chapter will reflect utilising three of the four lenses suggested by Brookfield, linking next steps in how the observation and teaching methods could potentially be altered in the future to the benefit of teachers and learners.

Firstly, the autobiographical viewpoint can aid in giving a clear insight to how I, as the observer, witnessed the events unfolding in the classroom. Brookfield highlights this as an important aspect, “as we talk to each other about critical events in our practice, we start to realize that individual crises are usually collectively experienced dilemmas” (Brookfield, 1998, p.198). My thoughts for this observation are shared through the ARC model as demonstrated in ‘Reflection of Appendix A’. This form was completed at the end of the day; therefore a few hours had passed before I formally recorded my thoughts. In hindsight, recording some immediate notes, in relation to the questions provided, would have added greater depth to the observation. Another strategy could be the use of Leuven scales, which would have provided data on whether well-being was the primary issue or the involvement aspect was deterred due to motivation or the surrounding environment. A sociogram could have also provided a viewpoint of the different relationships within the group task. The questions would have to be considered carefully due to the age groups, however the data provided can help determine particular theories to consider. These aspects would improve

my own practice for preparation and planning, considering the learners' needs and different approaches that could be undertaken.

The second lens to consider is considering the event through the learners' eyes. The further use of a participant role would have perhaps aided in Child X explaining their thoughts or feelings, adding more context to the incident in question. There are negatives to this approach, the pupil could answer in catering to the person asking, giving unreliable results. In regards to the event, we can consider if they were uninterested in the task, or maybe there was a part of the lesson that hindered their learning. When considering these thoughts, Brookfield (1998) suggests we have to gather regular insight to what is happening in their minds as to how the methods are being perceived. This, he argues, is fundamental in whether or not good practice of teaching is being carried out.

The experience of colleagues is the third and final lens of consideration in this critical reflection. "A colleague's experiences may suggest dynamics and causes that make much more sense than the explanations we have evolved." (Brookfield, 1998, p.200). Following the critical incident, I did not question the teacher on whether he heard what was said and if it may have been ignored on purpose. If I did so, I may have gained a further understanding of why it happened. On the other hand, the teacher may have found my observation as something rare and awareness of the situation early could aid in further intervention if potentially needed. For example, with this incident, the teacher may become more observant during breaktime or lunchtime as to whether Child X is eating, they could also be alert to whether it is said at certain times of the day. Discussing and interpreting opinions from colleagues is a valuable mechanism in reflecting our own practice, broadening our views and theories on events that occur.

Conclusion

In conclusion, this assessment has provided an example of reflecting critically on our own practice. The new profession standards set out a guideline of what teachers and educators need to consider in regards to a changing curriculum for Wales. The standards include; Pedagogy, Leadership, Collaboration, Innovation and Professional Learning all working together to ensure effective pedagogy with overarching values and dispositions (Welsh Government, 2017). In regards to the standard for effective pedagogy, teachers must adapt teaching methods, influencing learners and advancing learning to a level of achieving high progress. To do this, teachers need to consider their methods of managing the learning environment in order for learners to develop their own responsibility. Challenging and raising expectations for learners must also be pushed through our own reflective practices, assessing children to ensure they progress and build to achieving the four purposes set out

by Donaldson in Successful futures. Unless we critically reflect on our own actions, utilising the lenses suggested by Brookfield, we will be unable to provide the influential measures to advance students in achieving their goals.

Leadership entails to supporting the attitudes and efforts of others to broaden their skills and careers to fulfil their educational ambitions. Reflection is again influential in this area, referring consistently to the clear vision for pedagogy in Wales. There is a need to promote a voice in learners, developing their resilience to overcome challenges they face, thus promoting their ambition and persistence to learn throughout their lives. If this is achieved, a high level of well-being can be obtained. The importance of the role of educators is summarised by Howard et al (2017) declaring, there is a 'window of opportunity' because of the progressing and continuing developmental aspects to offer help and support through learning, so that the lifelong outcomes for children and young people can be improved.

Word Count: 4,052

Appendices

Appendix A



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: • Children in groups on Focus Tasks or Challenges • Focus Task was based on a Missing Animal Poster • The Children were discussing features of a poster in a discussion with the teacher
Classroom culture (Are the students focused on learning?) • Most of the students were focused on their learning within the classroom. • All children were in their correct area and had an idea of what was needed to be done. • All the tasks within the classroom were based around the topic of Space. • When questioned all the children showed a good understand of their topic and seemed fully engaged and enthusiastic. • Some of the children on challenge tasks tried to 'play' or do something else to what was instructed, however this occurred on minimal occasions.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • The focus task was related to a poster the children would produce next week for a Missing Alien • The teacher repeatedly reminded them of this and ensured the children could relate the situation to what they have been learning • In the challenge areas, the children were relating their work to the topic of space (for example, in the construction area the children could make a rocket or spaceship of their own, in the junk modelling the children were creating rockets with a number of different things etc...)
Direction (Are the students clear about what they are doing and how to do it well?) • Most of the children were focused on what was needed to be done. • During the focus task some children were distracted by some of the other children who were moving around the room or communicating with their peers. • On some challenge tasks, the children were branching off into different areas, however they could then relate this to their task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • All students had the access to the focus task during the day/week. • Most of the students seemed challenged and enjoying their work. • Children experienced a wide variety of areas following the timetable.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- The teacher used a vast amount of Assessment for Learning (AFL) strategies.
- Constant use of questioning during the focus task meant the children would repeat correct answers but also enhance their knowledge of further features.
- The teacher continued to relate the Missing Poster task to a piece of work the children would be doing the week after.
- This teacher repeatedly used the word "Alien" and related the poster to that of the missing alien the children have been learning about.
- The teacher used sticky notes to write a feature of a poster and stuck it on the large A3 example being used.
- The teacher resorted back to these sticky notes challenging the children's oral and reading understanding.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

1. Child X participating in focus task about Missing poster said "I'm hungry" during the group conversation (approx. 10am). Child X seemed engaged before this happened and what was said seemed obscure during an activity where the teacher was present and active. The teacher did not respond to what was said as they were discussing the poster with another child on the table.

First thoughts

- Well-being?
 - Child X not challenged enough?
 - A way of becoming the dominant voice of the group?
2. One child on the I-pad task decided to play a game instead of completing the maths task, which was set by the teacher. The teacher noticed this and said "Can you please go to the maths challenge as there are other children copying what you are doing". The child immediately listened but tried to avoid doing the maths challenge in any way possible (discussions with others, talking to adults about irrelevant topics etc...)

First thoughts

- Child did not feel challenged enough?
- No confidence to attempt the Maths?
- Was the child clear what the task was?

Appendix B



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	
- The children were on their third scheduled activity of the day 8 challenge zones similar to the morning with a number of different activities - All activities related to the overall topic of Space	
Classroom culture	
<i>(Are the students focused on learning?)</i>	
- Most of the students were focused on learning but some again misplaced challenge time with playing - The children felt challenged and interested by the topic - The Teachers were integrating with all pupils when they could despite having focus tasks with particular groups. - Most children had an understanding of each area's learning objective or task to be completed.	
Objectives	
<i>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</i>	
- The activities all related to the topic, encouraging the children to enhance their learning of Space in a number of different ways - Focus tasks were more literacy based on a Missing poster, with the children tasked of producing their own next week - The activities covered a number of cross-curricular areas, especially numeracy where a Maths was related to a colouring challenge and some questions on the Ipads	
Direction	
<i>(Are the students clear about what they are doing and how to do it well?)</i>	
- Most students knew the direction and relevance of the work they were completing - The Maths colouring challenge was difficult for some leading to help being needed from a teacher or peer, however some resorted to copying previously filled out sheets - The activities being related to the topic of Space helped the children use their imaginations within that topic and encourage further engagement through a number of different methods such as a role play scenario on a spaceship or constructing your own rocket.	
Access and challenge	
<i>(Are all students able to engage in the lesson? Are all students challenged?)</i>	
- A lot of the students were engaged in the lesson, particular the focus tasks where an adult was present - Some children used their challenge time to talk to friends or play with the resources that were laid out. - On the focus task the children were challenged with some difficult vocabulary on the features of a poster - The maths colouring challenge had three different levels of addition sums that increasingly got harder.	

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- The teachers continuously use formative assessment to keep track of the pupils' progress
- The use of questioning was continuous and, in most cases, open ended to increase the amount of creative thinking
- The use of a different 'Missing' poster was used as an exemplar to the children before producing their own the following week
- On the challenges, the children were given the opportunity to work out problems in their own way or use their imagination with construction or role play
- The teachers gave continuous feedback during the lesson rather than a summative approach of a test at the end of the day or at the end of the week
- Teachers would reiterate the lesson/task objective orally before the lesson started

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

1. Child X (as mentioned in Appendix A) was carrying out their Maths colouring independent task at approx. 1.30pm, where they had to follow a key representing a colour. The sheet included three colours, for example red, blue and green, which all had a multiple of 5 answer. The children would then colour the boxes with the correct answer matched with the key (I.E. $15+5 = 20$, Green = 20, colour the box green).

Child X seemed to be engaged with the task and conversing with their peer sat next to them. As I walked around the classroom observing a number of different areas, I overheard Child X say "I'm hungry" once again before they followed their peer to another part of the classroom

First thoughts

- Well-being of Child X – Basic need not met
- Possible attention tool to use on both adults and peers
- Cannot recognise emotions/feelings

Appendix C



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/9/19
Lesson details: - Class teacher taking a group for sentence writing on the class topic of the Great fire of London - Another group participating in a numeracy challenge on the same topic - Independent tasks around the classroom with some relating to the topic
Classroom culture <i>(Are the students focused on learning?)</i> - The students in the small groups with provision were very focused on learning alongside the teacher/LSA - Some children were wandering around the classroom however most looked to be active in an independent task - Children had a limit on numbers in particular areas to avoid noise excess or children playing rather than working
Objectives <i>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</i> - The focus task had a clear objective to write a sentence relating to the visual about the great fire of London - The numeracy task involved sequencing of numbers but were visualised as little houses on fire with the children recreating pudding lane - The independent tasks had a variety of objectives, some included the topic however others were to catch up on previous independent tasks or to use the interactive whiteboard to do maths to a level the children were comfortable at
Direction <i>(Are the students clear about what they are doing and how to do it well?)</i> - Most of the students were participating and completing their work to a high standard - Some of the pupils seemed interested in what their peers were doing and would help or discuss while on topic - For the children working in their books, they all had a learning objective and success criteria. Most knew about this and what it meant, however some found the reading difficult - When asked "how can you find things to help you with that?", some children showed good knowledge of areas and resources around the room that could aid in their learning and understanding.
Access and challenge <i>(Are all students able to engage in the lesson? Are all students challenged?)</i> - Almost all students were engaged in the lesson or task and felt happy in the environment - Most pupils were challenged and some having guidance were pushed outside

their comfort zone, particularly on the numeracy challenge

- One child, appearing to be MAT, was proud to show off their workbook and described the details of what they produced, showing good knowledge of each piece of work

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- AFL strategies again being used with feedback being given on the spot.
- Questioning was used in both the tasks where an adult was present and guiding the pupils with their learning
- Both adults in the room showed good awareness of who needed extra support in particular topics and ensured they could help in any way possible but used questioning to ensure the child is developing and using their initiative
- The learning objective for focus tasks and independent challenges were scattered around the room and the children showed an awareness of where these were and what to do with them

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

1. The MAT child in question was proud to show off their workbook, however had a few small gaps on some sheets. When asked about finishing particular pieces of work, the child ignored the question and turned away to do a numeracy challenge on the interactive whiteboard. The tasks that were missed out included drawing "my friends" and "my favourite food". Both of these sections were blank.

First thoughts

- Does the Child struggle sociably or have difficulty creating relationships at the beginning of the school year?
- Did the child find it difficult to pick certain friends to draw?
- Did the child not feel challenged on this task as it was a drawing/creative piece of work?

2. At the end of the lesson, the teacher had the pupils sat on the carpet in their spaces before going for lunch. The teacher warned pupils of their behaviour before they went to wash their hands, especially a particular group. When sending the first group, the teacher ordered "walk quietly without a sound". In response to this, one child walked on tip toes and slowly, trying to prevent making any sound possible. Most of the other children were walking quietly but not as tentative as this particular child.

First thoughts

- Teacher is disciplined and has very strict rules on behaviour?
- ALN? Child taking things literally?
- Child wants to be a role model for others, impress the adults?

Appendix D



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/10/19
Lesson details: - Class discussion recapping the Great fire of London - Teacher guided the task asking questions using visual prompts - Children could answer putting their hands up
Classroom culture (Are the students focused on learning?) - Most children showed a genuine interest in answering these questions - When the tasks and challenges started, most were engaged in their areas - A happy classroom with plenty of collaboration and learning
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - There were a number of different challenges around the room, all related to the topic (Great Fire of London) - Children had a skill slip in their books of the Learning objective and success criteria. - The maths work was related to 'creating pudding lane'. Demonstrating a cross-curricular aspect to enhance the understand of the event. - Two adults in the room guiding on different areas, pushing children to focus on their learning and engagement.
Direction (Are the students clear about what they are doing and how to do it well?) - Most students were clear about what they were doing during the lesson - Some children would move between areas investigating what others were doing - The role play area had children playing, not on topic. - Most knew about skill slips, however some found them confusing
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Only some children were able to access the focus tasks, others were engaged in different independent challenges. - These children would most likely have an opportunity of the task later on in the day. - Most students seemed challenged and wanted to persevere and push their learning further than what was set.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- A lot of questioning being used, specifically at the start of the lesson during the recap.
- Children given immediate feedback and guidance on their work
- Children could be challenged further if needed, teacher using formative evaluation to enhance learning even further
- Use of Skill slips meant the success criteria was set for the children to understand the outcomes needed
- Teacher had it planned to understand children had grasped the story (recap at beginning).
- They then had to write sentences on the pictures using their own words related to the topic.
- The teacher was marking and reading the sentences paying attention to spelling and a number of different areas to promote good practice and attention to detail.
- Children had an opportunity to correct their work.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Child putting hand up and not being able to answer

This child attempted to answer a question on a visual task, however stuttered for a while and was unable to answer at all even when the teacher was giving a hint.

First thoughts

- Child wanted to impress observers in the room?
- Did the child know the answer but forgot?
- Would this knock the child's confidence?

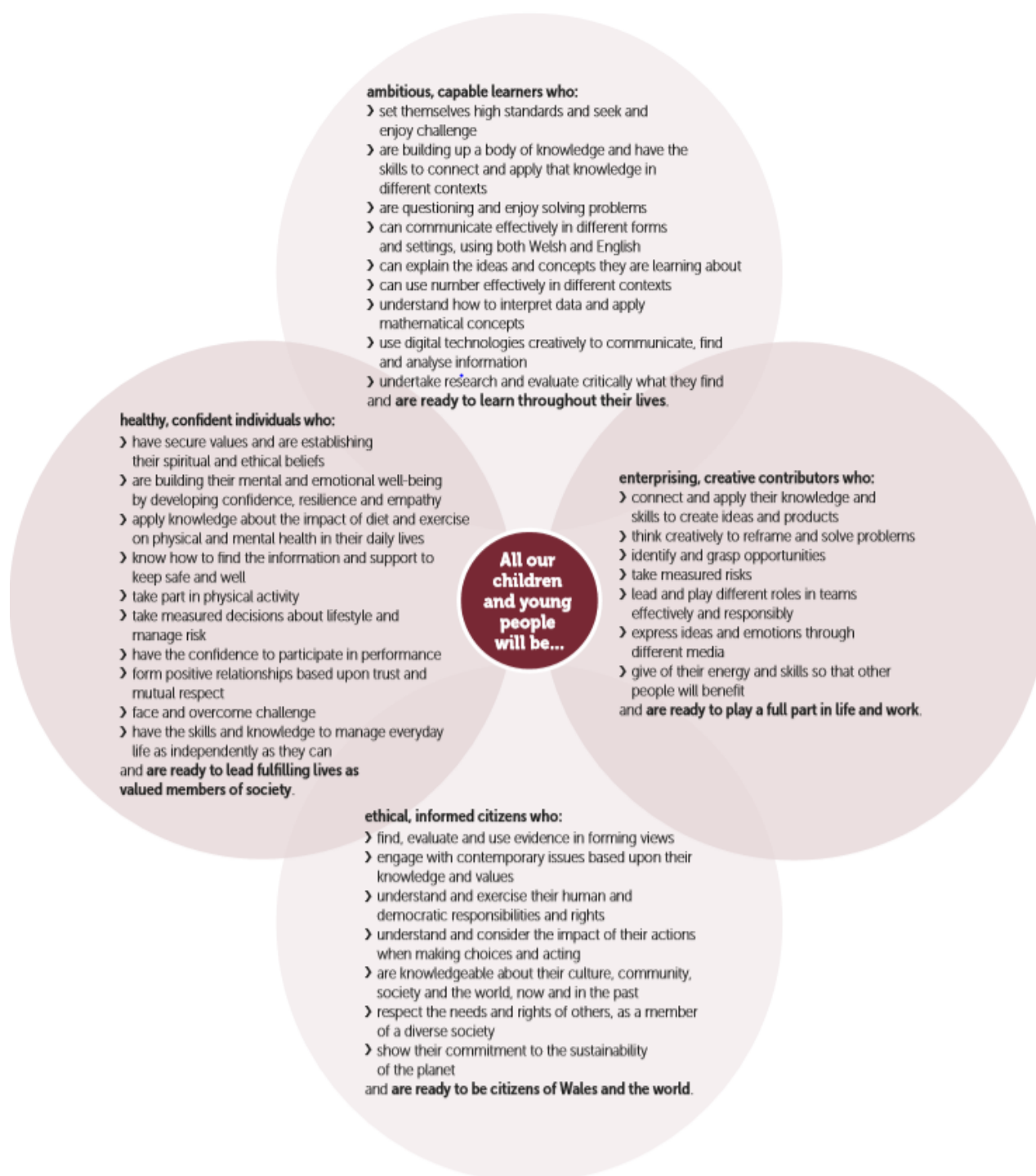
A Child said they cannot read during a maths challenge

When asked about the learning objective and success criteria, a child said they struggled with reading and did not understand what they meant. They did however carry out the task accurately and was able to explain what was meant to be done.

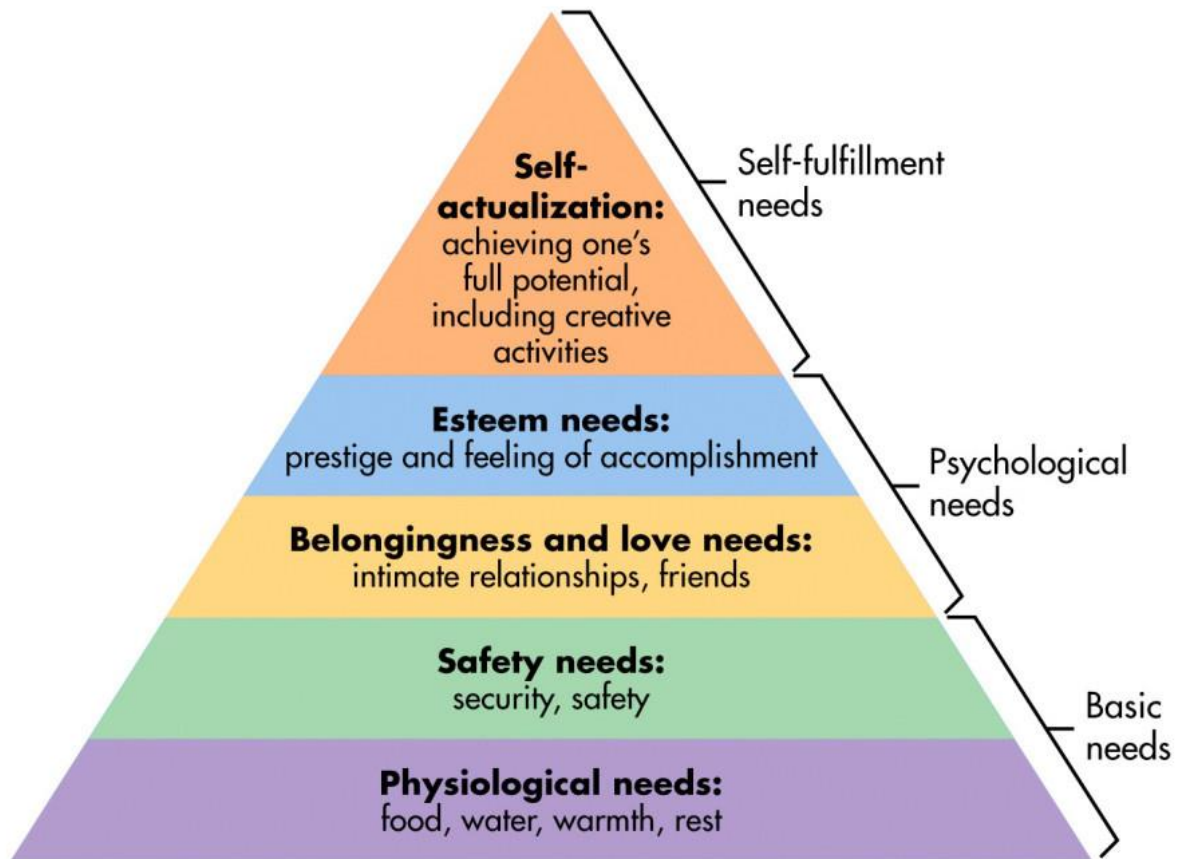
- Does this child struggle with a lot of reading?
- Would this child benefit from a MKO?
- How does this child cope on Challenge tasks with written instructions.

Appendix E

(Successful Futures, p.31)



Appendix F



Critical incident Reflection Sheets (ARC Model)

Reflection of Appendix A



Model Beirniad Wedi Adfyfrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child X saying "I'm hungry" during a focus task where the teacher was present and discussing features of a "Missing" poster with a small group.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I noticed this comment from a child diagonally opposite me during the focus task. I felt at first that Child X may have started to become bored with the topic as the teacher used repetition for the children to understand the work. However, Child X was still engaged in the task and contributed strongly during different times of the session. I felt that Child X may well have been hungry as it was around 10-15 minutes away from when the children have fruit. I also felt Child X may have missed out on breakfast, impacting their performance during the lesson.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The children seemed engaged and thoroughly enjoyed relating the poster to the alien that was missing. The exemplar of a missing animal poster related well as the children may have experienced or witnessed something similar during their lives. The teacher continued relating the features being important to the children's own poster the following week. There was only one use of a Visual for the children to use in their learning. Some children were sat at an awkward angle to the poster meaning they may have missed some features due to their positioning rather than understanding. The teacher focused on one particular child who was answering very well, this may have meant other children got distracted elsewhere or potentially lost confidence to answer.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	The enthusiasm the teacher showed was very positive and the children seemed engaged for most of the task. The use of AFL strategies, especially questioning, was very impressive and it benefitted in engaging some children who may have been distracted. Hearing Child X say "I'm hungry" with it not being picked up the teacher did seem worrying; however, this may have happened before with Child X looking forward to breaktime or craving attention. The reason the teacher did not respond is because they were thoroughly engrossed in positive questioning with another child relating to the task.

Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Using further visuals may have helped more of the group contribute and develop their learning even further. Perhaps some further AFL strategies such as lollypop sticks would have randomized who was questioned rather than the children shouting out answers when being questioned. This would have helped in regards to engagement also. With the incident that occurred, Child X could have been asked or noticed by the teacher and kept them engaged to ensure their progression throughout the task. If Child X does repeatedly use this phrase during lesson time, some Leuven scales could be used to ensure the Well-being and involvement of the child is at a high level for deeper understanding and learning. The teacher and other adults could also be made aware and ensure that Child X is eating during breaktimes and lunchtimes.
Y profiad newydd / Transformed experience	

Reflection of Appendix B



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus):

*Child X carrying out a numeracy independent task when they said "I'm hungry" once again.
Child X seemed engaged and carrying out the challenge set.*

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	My immediate reaction was one of worry as this was the second occasion that I had heard Child X say this during lesson time. However, Child X was carrying out the task as intended. I also felt slightly confused as to why the child is saying this and whether there was more of a background. In hindsight, I felt I should have asked Child X why or how they were feeling to see if it was hunger pains or if they had difficulty recognizing another emotion.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The classroom environment was engaging, fun and all the children seemed extremely happy to be in school, exploring the numerous activities that had been put in place. The teachers were thoroughly enthusiastic and engaged the children whenever needed. The use of questions being continuous brought the strategies of AFL to life, aiding the children with their progression and learning. In some areas, the children were not completing the intended challenge or task, which led to others following suit. It was difficult for the teachers to notice this in a classroom of a large number of pupils, however some of the resources could have been picked out sensibly to avoid some children playing, preferably then creating or being challenged. Some of the tasks also seemed too difficult for the children to understand or the objective wasn't clear to understand.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen</i>	The use of some of the AFL strategies such as questioning and feedback was a tremendous positive of the teaching and learning. The children were engrossed in learning about the topic of space, and the open-ended questions being used enhanced and progressed the learning further. The main cause of the disappointing element was the provision in the challenge areas. The teachers were mainly focused on their particular tasks, which all children experienced at a different point throughout the day. Also, the objective was not as clear for some children or the task was too difficult

<i>siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	for them to attempt.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Potential solutions to the disappointing issues are to ensure the children who may get distracted are engaged in the task in another way. Some children saw the K-nex and immediately felt they could make whatever they liked and play. If one child did this, then others would soon follow. To encourage against this, a scene could be set or extra challenge regarding the topic to enhance the learning further but also not restrict the children with their imagination. In regards to the numeracy challenge, the work could have been set out clearer for what level the children were at, allowing access to the harder sheets if needed following feedback not to allow bad practice or children missing out on deeper learning. In terms of an observation, I would take more of a non-participant role and ask further questions on how the activities and children feel. If I had a teaching role, I would ensure some children are fully engaged with the task rather than playing, I would do this by giving them an extended challenge that could engage them immediately and encourage collaboration between their peers to think creatively and enhance their learning.
Y profiad newydd / <i>Transformed experience</i>	

Reflection of Appendix C



Model Beirniad Wedi Adfyfrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Child walking out tentatively and following the orders of the teacher, "Walk quietly, without making a sound" very literally.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	The teacher seemed very disciplined in the classroom with particular structures in place, such as sitting positions on the carpet. When I saw the child acting like this, I felt as though the child may be scared of making any sound, even with a delicate footstep on the floor. I did feel the child was taking this more seriously than they should and not only due to extra adults being present. I also felt this relates to things we say as teachers often and we sometimes forget how literally some children could take what we say or do.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The routine and structure of the classroom environment was very impressive. The teacher guiding the focus task and utilising the LSA on the numeracy challenge worked very well with a limited number of pupils on independent times in a small classroom. Some of the children did not stick to their particular areas during challenge time and moved around the class vividly. The role play area was a shop and did not seem to relate to the topic of the Great fire of London at that present time. Also, the children were unsure what they were to be doing in that area.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I thought the teaching approach was very disciplined, however it worked for many of the children. They still seemed thoroughly engaged and happy within the classroom environment which enhanced their learning. The use of AFL strategies encouraged children to answer open ended questions despite the topic being based on a Historical event. The reason for some children moving was due to their peers or friends being involved in different areas. The challenge or task for the role play area was not clearly laid out for the children to understand.



Yr Athrofa
 Addysg a'r Dyniaethau
 Education and Humanities

Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Making sure all challenges and tasks are clearly set out in the correct areas. Ensuring children are set a time at a particular challenge before moving or swapping with another to make maximum use of the time available. In regards to observation techniques, a more participant role with more questions about the structure of the classroom would be used to perhaps explain some events of the first viewpoint. As a teacher potentially in this situation, I would ensure that children know of their roles within the classroom and how others can learn in different ways to them. I would also reiterate the challenge tasks for the individuals who may need extra support or find difficulty reading what the learning objective could be.
Y profiad newydd / <i>Transformed experience</i>	

Reflection of Appendix D



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 27/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Child saying they cannot read when asked about the skill slip explaining the learning objective and success criteria.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt as though the children were all working confidently on their tasks in a small classroom area. The children on the Maths challenges seemed engaged and happy to discuss with observers. I felt most seemed happy and knew what they were doing. When asked about the skill slip, the child saying they cannot read was worrying and raised concerns. However, I could see they were completing the task accurately after they had told me what was needed. Therefore, I felt there could be a different reason for saying this unless the child preferred to be told or showed what to do.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The mixture of tasks and challenges were well balanced for a small classroom. Not many children were on challenges meaning most could engage with support and guidance from an adult in the room. This was also extremely useful for formative assessment, with no child being left out. The child saying they could not understand what the skill slip meant was disappointing to here as it may suggest that they and others aren't clear at what they are meant to be. Some children not understand what to do in a particular area was also disappointing to here, however they may have been using this as an excuse for not following the task that was set.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	Consistent use of feedback and the recap session before the work took place was useful in ensuring the children have this fresh in their memories when completing their work. Having children collaborate on challenges and pushing their learning further was something to be considered in encouraging more often for children to fulfil their full potential. Possibly, a lack of clarity and explanation on the skill slip is the reason for this child not being able to read. We must consider confidence also. Acting out for an observer could also be a reason. In regards to the children at the role play area. Making the learning objective clear and understandable could help observers understand when discussing when children. Also, the children could access their work easily and confidently without the risk of feeling uneasy.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	Using clear, concise instructions for children to see. Making resources fully engaging and relatable to the topic. Consistent use of reading techniques with particular children who find skill slips difficult to understand. Ensuring everybody understand skill slips and what they entail in vocabulary suitable to the children. Also making aware that the challenge time is an area for children to express themselves in their learning but also to reach an end goal that promotes authentic contexts for learning.
Y profiad newydd / <i>Transformed experience</i>	

References

- Ashiabi, Godwin and O'Neal, Keri. (2015) 'Child Social Development in Context: An Examination of Some Propositions in Bronfenbrenners's Bioecological Theory', *Sage Open*, Vol.5 Issue 2, p1-14. (Last Accessed: 22/10/19, DOI: 10.1177/2158244015590840)
- British Educational Research Association [BERA] (2018) *Ethical Guidelines for Educational Research*, fourth edition, London.
- Brookefield, Stephen. (1998) 'Critically Reflective Practice', *The Journal of Continuing Education in the Health Professions*, Volume 18, pp. 197–205.
- Cohen, L., Manion, K. and Morison, K.R.B. (2011) *Research Methods in Education* 7th ed. London; New York: Routledge.
- Donaldson, G. (2015) *Successful Futures*. Crown Copyright. Cardiff.
- Estyn Inspection Report, (2010)
https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Inspection%20Report_ [REDACTED]
- Estyn Inspection Report, (2017)
<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/> [REDACTED]
- Fook, J. (2007) Reflective Practice and Critical Reflection, *Handbook for Practice Learning in Social Work and Social Care*, Second Edition: Knowledge and Theory. ed. / J. Lishman. Jessica Kingsley, p.363-75.
- Howard, C., Burton, M., Levermore, D., and Barrell, B. *Children's Mental Health & Emotional Well-being in Primary Schools*. 2017. Print.
- Kawulich, B. (2005). 'Participant Observation as a Data Collection Method', *Qualitative Inquiry: Research, Archiving, and Reuse*, Vol. 6, No.2. (DOI: <http://dx.doi.org/10.17169/fqs-6.2.466>, Last accessed online: 25/10/19)
- Krull, Edgar., Kaja Oras & Endrik Pikksaar (2010) *Promoting student teachers' lesson analysis and observation skills by using Gagné's model of an instructional unit*, *Journal of Education for Teaching*, 36:2, 197-210.
- Kumar, R. (2014) *Research Methodology*. London: SAGE.
- Laevers, F. *Defining and Assessing Quality in Early Childhood Education*. Leuven: Leuven UP, 1994. Print. *Studia Paedagogica* ; No. 16.
- Laevers, F. (2000) Forward to Basics! Deep-Level-Learning and the Experiential Approach, *Early Years*, 20:2, 20-29.
- Laevers, F. and Declercq, B. How well-being and involvement fit into the commitment of children's rights, *European Journal of Education: Research, Development and policy*. Vol.53, Issue 3, pp.325-335.
- Maslow, A.H. (1943) A Theory of Human Motivation, *Psychological Review*, Vol.50, 370-396.

My Local School (2018): <http://mylocalschool.wales.gov.uk/School/6692121?lang=en> (Last accessed 19/10/19).

Rose, J., Gilbert, L. and Richards, L.V. (2015) *Health and Well-being in Early Childhood*. London: Sage.

Tripp, D (2012) *Critical Incidents in teaching: developing professional judgement*. London: Routledge.

Welsh Government (April 2019) *Draft Statutory Guidance Area of Learning and Experience: Health and Well-being 2019*. Accessed at <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/b3/3c/8c/5f/267e48f8bf37c66bd3d8bb5b/draft-statutory-guidance-health-and-well-being.pdf> (Last accessed on 23/10/19).

Welsh Government (2017) *Professional standards for teaching and leadership* Accessed at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/fc/a7/a4/e2/e348428381e68434ea93f611/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf> (Last accessed 24/10/19).